



Issue 5 | January 2012 | Humanities Postgraduate Student Newsletter

# Community

Every year postgraduate researchers in Humanities put together a student newsletter based on our annual theme – welcome to issue 5 on ‘community’ which examines the various communities our students are involved in: inside and outside the university; academic and non-academic.

As a multi discipline faculty, Humanities has many facets to its identity. Through the contributions of our postgraduate researchers (PGRs), this issue of the newsletter celebrates those facets, considering the many communities which intersect and diversify, highlighting our multi layered approach to research and dissemination.

Our PGRs identify themselves not only with the faculty as a whole, but also with their individual disciplines, and, within these disciplines, with research groups and research centres. Here, we celebrate the work of CAHO – Centre for the Archaeology of Human Origins – who recently held their 10 year anniversary and the Centre for Global Englishes whose community stretches across the globe. Our PGRs also participate in communities outside of Humanities. Here we consider the impact of our links with other areas of the University, for example Electronic and Computer Science (ECS); with local institutions such as Chawton House Library; and national bodies such as the Media, Communication and Cultural Studies Association’s Postgraduate Network and the Arts and Humanities Research Council, who supported our highly successful Collaborative Doctoral Award event in May 2011. Within our institution, we are strengthening ties between our undergraduate and postgraduate communities, encouraging our undergraduate students to consider further study with us. And travelling further still, outside of higher education, our PGRs are engaged in activities which take them to communities spread far and wide, including Girlguiding in Russia, community Archaeology in Anguilla, British West Indies, and a trip to Southampton Airport ...

Finally we report on the activities of our own community within a community: the Humanities Postgraduate Connection (HPGC) whose continued commitment to a cross-discipline research community ensures that the many facets of our identity continue to come together to make us what we are.



# Creating Community: the crucial role of current PGR's

**Iza Romanowska, Karen Ruebens and Rachel Bynoe (Centre for the Archaeology of Human Origins) explain how organising a symposium helped create a more coherent research community.**

“Let’s do something about it” said I.

“Let’s organise a conference” said Karen.

Almost 10 months, and a lot of organisational stress, later, I was looking from behind her shoulder at a large crowd crammed into Lecture Theatre B. Every single seat was taken; some people even had to stand, piling up against the walls along the stairs. I could recognise quite a lot of faces, Chris Stringer from his human evolution talks on telly, Clive Gamble as the founder of our research centre, Rob Foley whose book convinced me to study human origins almost 10 years ago, John Gowlett, Matt Pope, Paul Pettit... all the big names in our field. Karen was saying ‘Welcome to the CAHO10 Unravelling the Palaeolithic symposium’ and off we were, celebrating 10 years of human origins research and community at the University of Southampton.

Exactly ten years ago Professor Clive Gamble gathered various researchers together who were interested in the fascinating beginnings of humankind, creating a unique community of people with different skills and research topics but pursuing the same goal: trying to figure out where we all come from and explain why we are the way we are. The Centre for the Archaeology of Human Origins (CAHO) was born. “A number of PhD researchers were beginning around the same time

and you could feel the momentum building within the department. I came out of the process fully appreciating the developing ethos of CAHO, that archaeology offered a scientific basis towards reconstructing ancient human behaviour. Alongside anatomy, genetics and dating techniques it was pivotal in a multi-disciplinary approach to human origins” said Matt Pope describing his time at the foundation period of CAHO.

During the next 10 years of CAHO’s existence the community of researchers grew larger and larger with dozens of students partaking in the successful MA in Palaeolithic Archaeology and Human Origins and PhD students graduating every year. “I remember the sense of camaraderie and how we would go to the pub and make impressions of megafauna” – says Eleanor Scerri who did the Human Origins MA and is now continuing her research as a PhD student at CAHO. While organising the symposium we came to appreciate this sense of community even further, when almost all of the CAHO alumni enthusiastically answered our first call for papers. So enthusiastically, in fact, that a second call wasn’t needed.

With over 40 presentations crammed into two days and interweaved with coffee breaks and other opportunities for relaxed chit-chat, the conference was deemed a great success. However, the academic side was only one of the aspects we cared about. Usually dispersed among virtually every research institution in the country, the CAHO alumni were now gathered under one roof and got to integrate with the current CAHO students; a unique occasion. “It’s really nice to catch up with what’s going on in the Palaeolithic world and also catch up with old friends” – commented alumna Jackie Pitt, now working as a field archaeologist in London, at the symposium dinner. Dr John McNabb, current director of



The CAHO10 crowd in Lecture Theatre B

CAHO shared this feeling: “It’s great to see a mixture of established professionals as well as students and Masters students interacting at the same place and at the same time which is what CAHO is about”.

We now realise that this symposium filled a gap in the needs of current Human Origins PGR’s, the need to integrate with professionals in a less formal environment and to contribute to the creation of a more coherent research community. The conference is now being turned into an annual travelling event shared between 5 of the top British universities for Human Evolution studies and the first post-conference monograph is currently being edited. A new CAHO seminar series, forming a more regular platform for Human Origins get-togethers, will be launched this October accompanied by knapping workshops. Our aim to have the CAHO10 symposium as a community-building event highly exceeded our expectations!

There is a famous number often mentioned by Human Origins researchers called the Dunbar number after the evolutionary psychologist who proposed it for the first time. It describes (roughly) a number of individuals with whom one can maintain a stable relationship, or to put it into daily life experience, ‘all the people who would notice if you removed them from your facebook account’. The number is 150 and stands for the most effective size for a community. Funnily enough, the CAHO10 symposium brought together 157 researchers.

Finally, you may wonder what this thing was we wanted to do something about? It was the lack of opportunities for postgraduate researchers to share ideas with, and be a more significant part of, the research community.

For more information about the CAHO10 symposium, including photos and video footage, visit <http://caho10.wordpress.com> or email [origins@soton.ac.uk](mailto:origins@soton.ac.uk)



# Thinking about organising a conference yourself? Some do’s and don’ts:

- Do check the market first – when and where are conferences on similar topics held? Then choose your time slot in the ‘conference season’ strategically.
- Do not underestimate the strength of the university admin team. They can help you in so many ways.
- Do check the ‘How to organise a conference’ guide on the Humanities website, it will give you a good basis to start.
- Do not leave anything to the last minute – plan, plan, plan - ‘to do’ lists should become your new reality.
- Do be passionate about your event and share the excitement with other people.
- Do not forget to invite your alumni, people who studied your course before you, they will feel pleased to be invited back!
- Do make good use of social networks: Facebook, Twitter, LinkedIn, Wordpress, they are great community builders.
- Do not get demotivated only because someone did not reply to an email. Send a reminder. And another one.
- Do not consider ‘marketing’ to represent another world. Make sure you have a strategy and people know about you and your event
- Do not forget a conference is about more than presentations and posters, try and take out enough time for informal socialising (e.g. pre-event meet up, lunches, set dinner, ...)
- Do delegate, there are plenty of people who are willing to help you beforehand and on the day itself.

**And finally DON’T PANIC!**

# Chawton House: more than just a library

**PhD student Helen Cole explains how the Chawton House library is her gateway to an extensive eighteenth-century research community**

I'm working under the joint supervision of the University of Southampton and Chawton House Library, near Alton in Hampshire, which houses a fascinating collection of rare books dating from 1600 to 1830 in an Elizabethan manor house that belonged to Jane Austen's brother. My project concerns the illustration of early novels in England, in the period roughly 1690 to 1750.

I use on-line resources extensively now that many eighteenth-century texts are catalogued online and their content made available in digitised form, but this can only ever be a starting point for the research I am involved in. Even if I could work solely from internet resources, it would be a very lonely life! The resources I am able to use at Chawton – the human resources as much as the textual ones – are at the very centre of the work I am currently doing.

At the Chawton House Library, I am part of a community in a number of ways. I am

treated as an honorary member of staff for the duration of my project, and I am also part of the scholarly community drawn to the house to study its collection. Increasingly the reading room is full to capacity with visiting Fellows from all over the world; sometimes I join them for lunch in the converted stable block where they stay, and through them, items in the Library's collection come into view that I had not paid attention to before. I enjoy being part of the ebb and flow of their discussion, and (before they move on, to be replaced by the next wave of visiting Fellows), I go along to the seminars at which they present some of the findings they have made during their time at Chawton. I then encounter the same friendly faces at other research libraries, at conferences and eighteenth-century events, and it's the beginning of a network that I find supportive and very helpful.

Having access to the collection at Chawton makes my work possible, but more than this, it makes my work a pleasure.

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The Chawton House library

## A multilingual community at Southampton Airport

**The University of Southampton is working on an ambitious language project in partnership with Southampton Airport.**

This project, led by Dr Jenny Carl and part-time PhD student Linda Cadier from Modern Languages, explores the multilingual and multicultural profile of the employees working at Southampton Airport in relation to the City and airport's linguistic profile. They are investigating the use and attitudes to language amongst members of staff in two ways. Firstly through interviews with the leaders of different work streams and business partners at the Airport assumptions and attitudes about languages (other than English) and how those underpin any (language related) policies at the Airport are explored. At the same time about 150 questionnaires on which languages are spoken by Airport staff and their proficiency, how staff deal with situations where they are confronted with other languages, and which languages they see as important for Southampton Airport are studied.

The information gathered will enable the airport to enhance its customer services, inform skills development planning and assist the airport in its final preparations to welcome the Olympics 2012 visitors to sporting venues and training camps in London and the South East. Modern language researchers will share the knowledge of the linguistic landscape of the city to assist the City's public and private sector in the development of a Southampton Languages Strategy.

Previous work with airports that include *Heathrow: Talking to the World*, RLN London, 2005<sup>1</sup> informed the project's development. At Heathrow researchers gained a better understanding of the language and cultural skills gaps, the training needed and made recommendations on ways of engaging members of the wider community in employment at the airport.

Related research currently being carried out in Modern Languages includes a project exploring how new migrants to the City of Southampton are making their home in the city whilst maintaining connections with their homelands.

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# From her local community to Russia

**PhD Student Sian Williams reports on her recent Girlguiding leader training in Russia.**

An important part of my life outside of study is being part of Girlguiding UK. I volunteer as a leader running both a Brownie and Senior Section group in my local community. Last year, I was selected with 45 others from Girlguiding UK to take part in a Guiding Overseas Linked with Development project, otherwise known as 'GOLD'.

GOLD allows Girlguiding UK members aged between 17 and 30 the opportunity for personal development through participation in sustainable community development projects overseas. The projects are inclusive and relevant and we work in partnership with overseas Guiding Associations to make sure the projects are targeted to local needs, with the aims of the project worked towards over a period of five years. The GOLD projects for this year took place in Malawi, Fiji, Tanzania, Armenia, Guyana, Chile and Russia, all with different aims from leadership development to promoting HIV/AIDS awareness among young people.

As leaders of local units in the UK we are able to share our experience and knowledge which we have gained from the opportunities we have been given from Guiding in the UK. I was selected with 5 others to be part of the team to lead trainings in the Urals region of Russia. Scouting and Guiding was only recently reintroduced in Russia and therefore the main aim of the GOLD project was to help the development of local Guide groups, by training young women in leadership skills, giving them the confidence to be able to set up a group within their local community. We not only trained those who were already part of the Russian Association of Girl Scouts, but also young women who were interested in joining and using the Guiding programme as part of their work with children.

The GOLD project in Russia has helped to increase awareness of Guiding throughout the country and gives women the opportunity to join and lead groups within their local communities, breaking down barriers and giving girls a unique girl-only space to speak out. Guiding enables girls and young women to develop their potential whatever their ability or background and take part in a wide spectrum of activities from outdoor adventures to community action projects that extends beyond badges.

Not only has leading trainings helped to develop Guide groups within local communities in Russia, but by sharing my experiences with those in my local community I hope to encourage other young women to take part in community development projects, by showing the difference which can be made to the lives of young women through organisations such as Girlguiding UK and projects such as GOLD.

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“University of Southampton, Faculty of Humanities staff and students have been successful in gaining a number of **Collaborative Doctoral Awards** (CDAs) over the last four years. These awards are funded by the Arts and Humanities Research Council (AHRC) and provide an opportunity for staff to work with an external partner, such as a museum or heritage site, co-supervising a doctoral project. Students get the benefit of on-site working, access to archival materials and the specialised knowledge and expertise which comes from working with these objects and sites on a daily basis”

Eleanor Quince, Employability and Skills Tutor, Faculty of Humanities

On the 24th of May the School of Humanities at Southampton played host to the first AHRC Collaborative Doctoral Awards showcase event. With help of Eleanor Quince (our Postgraduate & Employability Tutor) PhD students funded through the AHRC’s CDA scheme organised and ran the day long event, which featured contributions from Gail Lambourne of the AHRC as well as representatives from all of the CDA partner institutions.

The day was intended to shine a light on the CDA scheme, providing students, supervisors and representatives of the AHRC, with an opportunity to share their experiences of the scheme and unique research which has arisen from it.

The event explored many aspects of the CDA and its role in the academic life of Southampton. Students from Archaeology, English, History and Music all spoke about the effect that collaboration has had upon their research with unique access to expertise, resources and close working relationships. Collaborative partners from the British School at Rome, The British Museum, Chawton, The National Trust and The National Maritime Museum also spoke about the unique opportunities which the CDA scheme has offered to their institutions and the benefits of collaboration with the University of Southampton.

Over the next few pages the students who helped to organise the event, Katherine Robbins, Catriona Cooper and Gareth Beale will talk about some of their experiences of CDA funding.



# International Collaboration and the CDA



**Gareth Beale is in the 2nd year of a CDA funded PhD jointly supervised by Dr. Graeme Earl at the University of Southampton and Prof. Andrew Wallace-Hadrill at the Herculaneum Conservation Project.**

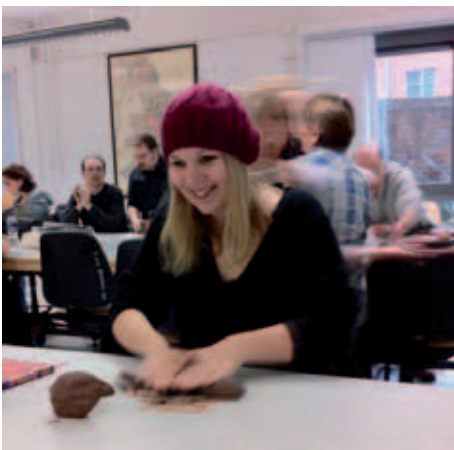
“One of the things which struck me most forcefully from the talks given at the recent CDA event was just how collaborative all of the projects discussed were. Each of the collaborations was unique, with partners from a huge variety of backgrounds, but they all had at their centre a very strong working relationship.

My research is split between the UK and Italy at the University of Southampton and the Herculaneum Conservation Project. I also have supervisors and advisors at the British School at Rome and the University of Cambridge. As a result there is a lot of travelling to see a lot of different people!

Far from being disparate and difficult to reconcile, I have found that the nature of the CDA scheme, as well as the enthusiasm and support offered by the partner institutions, have made collaborative research a fruitful and rewarding endeavour. The difficulties which can be implicit in conducting research in a foreign country have been eased by project partners familiar with the relevant institutions, processes and people.

The CDA has the capacity not only to give the student access to expertise and resources, but also an introduction to new communities and new ways of working. The insights which I have gained from working in unfamiliar circumstances with the support and guidance of my supervisory team, have given me invaluable experience and have given my work a relevance and integrity which would have been difficult to achieve in any other way”

# Interdisciplinary Research and the CDA



**Catriona Cooper is in the 1st year of a CDA funded PhD supervised by Prof. Matthew Johnson at the University of Southampton and Dr. David Thackray from the National Trust.**

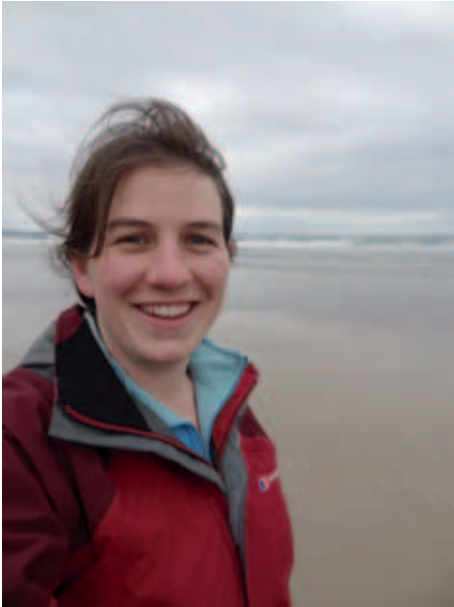
“The CDA event showcased all of the current Collaborative Doctoral Awards in Southampton. It highlighted how projects funded through the CDA scheme are unique in the manner of their support across the Humanities. So many of the CDA projects are interdisciplinary and require students with a wide range of skill sets and often show, as in two of the cases presented, how multiple studentships can be advantageous.

My project is one of two awards working on late medieval sites in Kent and Sussex with the National Trust. The project is interdisciplinary in nature combining archaeology, history and computing as applied to the Humanities, while also involving an understanding of aspects of

music, dress, furnishings and material culture. For this reason two studentships were proposed instead of just one: to allow a greater range of skills and techniques to be applied to the research questions and to complement each other’s research.

To support this project we have required supervision and support from across the disciplines. The range of advice needed has meant that I have relied on help beyond that of my direct advisory team: through those based in History and Music, as well as leaning heavily on the knowledge of my partner (a Medieval History specialist). This has highlighted to me how important community is within the Humanities at an advisory level, and also at a student level. Through working as part of a partnership it has shown how well suited the CDA scheme is to supporting these kinds of projects: through the larger advisory team, and having a partner working in parallel with me”

# Communities and the CDA



**Katherine Robbins is in the 3rd year of a CDA funded PhD supervised by Dr. Graeme Earl at the University of Southampton and Dr. Roger Bland from the Portable Antiquities Scheme.**

“What I felt most when listening to the student presentations at the CDA showcase was that without the help and support of a range of different communities, many of the projects being funded through the AHRCs CDA scheme would have been very different. Mine is a case in point.

My research is being conducted in collaboration with the Portable Antiquities Scheme (PAS) at the British Museum, and aims to explore an archaeological dataset that records finds made by members of the public. Through the CDA scheme, I have had unrivalled access to both of these communities – the finders and the PAS – without which I am certain that the direction of my project would have been very different. Looking back over the past three years, I

can see how my research has continuously evolved and improved as a result of collaboration, as I have been able to focus my work on the questions most pertinent to those directly involved. Collaboration is therefore not just a necessary part of the work that CDA students do, but rather is something that shapes and influences all of our research, increasing its relevance to the communities in which, and with which, we work.

The collaboration encouraged by the CDA scheme benefits not only the research project, but also the communities involved. Projects such as mine, which are heavily dependent on the involvement of non-academic communities, do, by their very nature, acknowledge the importance of such communities to research. Through partnership between academic, non-academic, foreign and domestic communities, the CDA scheme is allowing us to achieve something that would have been impossible to achieve alone”



Project partnership in action, engaging with the public while collecting data. Photo courtesy of Mark Turner.



PAS Finds Recording with the Isle of Wight Metal Detecting Club. Photo courtesy of Portable Antiquities Scheme, Reproduced under the CREative Commens License, 2.0 Generic





Mottisfont Abbey

# The Collaborative Doctoral Awards: community and public outreach

The CDA showcase brought together everyone involved with Collaborative Doctoral Awards at the University of Southampton. The event highlighted the unique advantages offered by this type of research funding, and also informed guests attending about the application process, the nature of the awards and how the projects run on a practical level. Through this showcase, we were able to bring together the research community associated with Collaborative Doctoral Awards, which allowed discussion of the projects from all points of view. Bringing all parties involved together in the scheme completed the day, and allowed all aspects of the scheme to be discussed, giving students and staff an insight into the CDA as a whole.

The success of the showcase has encouraged us to plan another event for CDA students to partake in. We are in the process of planning a follow on event outside of the University, which will be run through the lifelong learning program, and aims to engage with the wider research communities about the work being undertaken through the CDA. The intention is for this event to run as a study day led by the National Trust students. It will be held at Mottisfont Abbey and aims to attract a wider audience from the public and volunteer community at the National Trust. Discussions at the showcase also suggested that a UK wide event might be beneficial as a forum for presenting the results of our work to Project Partners, staff and other students, and we are hoping that the AHRC might be able to organise such an event.

We would like to thank all those who attended and presented throughout the day, for making the day the success it was. We would also like to extend our thanks to Eleanor Quince, who supported and assisted us throughout the planning of the showcase, and without whom the event would not have been possible.

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“We enjoyed the day very much and we learned a lot from listening to the various presentations”

John McAleer and Nigel Rigby, National Maritime Museum

# Reaching Out

**Vicky Kearly explains how becoming part of the MeCCSA-PGN committee has shaped her involvement in the academic community.**

In June 2010 I nominated myself to serve in the role of 'Outreach Officer' for the Media, Communication and Cultural Studies Association's Postgraduate Network (MeCCSA-PGN). A month later I was pleased, if a little surprised, to be successfully appointed to this role and looked forward with nervous anticipation to becoming part of a committee of postgraduates who were enthusiastically committed to a cause.

This cause is, as quoted from the network's website:

The aim of the Postgraduate Network (MeCCSA-PGN) is to bring together postgraduate students in media, communication and cultural studies from different intellectual traditions and cultural backgrounds in order to form research, and teaching and learning networks and also ensure peer support.

In terms of real committee actions and activities this translates to organising and supporting conferences, symposia and training events; distributing information of interest to our members via our website and jiscmail list and co-ordinating the publication of the PGN journal 'Networking Knowledge'. In serving as part of this committee, along with five other like-minded postgraduates and early career researchers, I could actively contribute to fostering and developing the community of the PGN.

As 'Outreach Officer' it was my role to publicise the network and encourage and support postgraduate students in our field in participating in it. In addition to producing promotional documents and carrying out an email recruitment initiative, it was also my responsibility to organise a research networking event for postgraduates during my year in post. This networking event took the form of the 'Masculinity and Popular Culture' one day postgraduate conference, hosted by Southampton's Film Studies department in March of this year. This conference provided an opportunity for postgraduates to present their work and many of these papers were subsequently published in the MeCCSA-PGN journal. In reflection, on becoming part of the MeCCSA-PGN committee I gained invaluable skills, experience and confidence in carrying out my role and becoming an active member of this academic community.

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<http://www.meccsa.org.uk/postgraduate-network/>



# Establishing Links between ECS and Humanities

Nicole Smith describes her experiences being a PhD student in Web Science, whilst maintaining strong links with the Archaeology department.

In October 2010 I returned to the University of Southampton after having graduated with an MSc in Archaeological Computing back in 2005. I was very nervous as I had been working in museums for five years, and was about to start something that I knew nothing about, in the School of Electronics and Computer Science. Needless to say, there were lots of ‘geek’ jokes from my Archaeology and Cultural Heritage friends when I told everyone the news: I had been given a place on the four year Web Science Doctoral Training Centre PhD programme.

So you may be wondering what Web Science actually is. I see Web Science as an umbrella term, a catch-all for the many approaches that are taken to try to better understand the impact that the web is having on our society. Some people describe Web Science as a discipline, but I would disagree. Web Science is a way to think about the Web, using the approaches and methods already established within other disciplines.

The programme is unique as it takes in students from different backgrounds and offers us a place within ECS, but as interdisciplinary students all looking at a common theme: you guessed it, the Web. This means that we are able to choose supervisors from outside of the ECS school, and we are encouraged to make as many links with other disciplines as possible.

As part of the programme, I am registered on a taught MSc in Web Science. This has been fascinating for me. It’s been a really unique opportunity for me to meet people from other backgrounds and do something that we rarely get to do in the world of work – Argue. We debate everything; and we have time to do it. There have been some interesting conversations within our cohort coming out of our varying backgrounds, one of the most notable is that we all speak different languages. By this I mean that the terms that we use are often the same, but the meanings entirely different. ‘Agency’ is one that springs to mind, a computer scientist approaches agency in a completely different way to an art historian.

My heart lies with archaeology and museums, and so I work very hard to maintain my links with the Humanities. I have been



EEE Building on Highfield Campus

trying to attend the HPGC socials and training sessions (although as I am ECS-based there is usually a timetable clash), and have been going to GradBook and StaffBook training, more as a way to meet new people than anything else. One of the ways that I have been keeping my links going is getting involved in the Southampton-based conferences, this has been a really great experience for me. I have had quite a lot of experience running conferences when I worked in a past life in elearning, so my involvement in the organisation of the conferences coming up in 2011 and 2012 is more as a way for me to get to know people based within the humanities and to keep up to date with the changes in the various departments.

It’s true to say that they do things differently over here in ECS. Contrary to popular belief, the open plan research offices are not paved with gold, and researchers here suffer from the same problems as researchers in the Humanities. Lots of effort is spent on advocacy and proving legacy, and fears around funding cuts abound. What is different is the way that ECS’s support mechanisms for its students work, they have a labyrinthine internal internet with great resources for learning (no Blackboard over here). I have also been really appreciative since my return to Southampton of the extent to which University staff support independent research and personal development.

ECS has been really supportive of my inability to understand anything technical(!), and

we have been able to organise extra study support sessions with my cohort where we bring each other up to speed with subjects that we understand. One week we might be learning how to make an XSLT file with a computer scientist, and the next going through the way that UK legislation on privacy is made up with someone from law. My first few months on the Web Science MSc have been quite a rollercoaster, some weeks I feel like I am never going to get up to speed, and others I spend in awe of myself not quite believing how much I have been able to learn.

The Doctoral Training Centre has worked hard to set up a supervisors forum which meets regularly, there are a few lecturers from Humanities in this group, but not many, to help support the interdisciplinary cohort, and there is a representative set of industry partners who we have met a few times to discuss industry concerns around the Web. As an example, this week we have had a visit from the Defence Science and Technology Laboratory team who went through the main issues that the collection of open source information raises for them, a guest lecture from David Wall (cybercrime specialist, Durham University), a great overview of participatory inequality and e-democracy (courtesy of Graham Smith of our own School of Social Sciences), and a private screening of the film *We Live in Public*. And I still get to go to the Archaeology evening seminars and the HPGC events. I couldn’t ask for more really.

Nicole Smith, Archaeology | nes104@soton.ac.uk

# Creating, maintaining and expanding an international research community: The experiences of members of the Centre for Global Englishes



**The Centre for Global Englishes (CGE) was born from a growing number of PhD students and staff at the university who began to meet regularly to discuss issues related to the global uses/users of English in both linguistic and sociocultural dimensions, as well as issues related to the role of and place for English in the international university. Having the Centre at the university has been a successful catalyst for collaboration in, and dissemination of, research, alongside collaborative development of skills and knowledge, mostly through our monthly meetings and fortnightly seminars. Members of the Centre have also found great benefit in networking and expanding the reach of the community in other regions and institutions around the world. There is tremendous research interest in English as a lingua franca (ELF) and Global Englishes around the world, and indeed it is interest in this area that has brought research students and university staff from around the world together at this university.**

Recent activities of members of this group have been far-reaching and have strengthened our academic and personal development in a number of ways. Conferences have provided a particular opportunity to make strong and lasting connections with other researchers and institutions, and our involvement in cutting edge research and debate has resulted in postgraduate student members becoming involved in events and discussions that are central to current developments in various regions and specialisms.

Having a group that is founded on shared values and research interests has allowed individuals' personal and academic development to be channelled into the development of the Centre as a whole. Language and culture are central to the experiences of those in higher education generally, but aspects of the English language and 'British institutional norms' have to be negotiated by those who are living and studying in Britain as international students. Engaging with these elements both personally, from an empirically and theoretically informed stance, and within a collaborative research centre is of great benefit to the critical empowerment of CGE members and presents a great opportunity to discuss and research issues within the group, department, university and beyond.

### **Debating within the university – supporting and diversifying knowledge/skills**

CGE is above all a friendly and motivated group of like-minded researchers. Meetings have been known to spill into neighbouring pubs and restaurants from time to time, and lunchtime seminars into Avenue café for coffee and chats. The level of personal comfort and mutual interest is a positive influence on our research and our daily lives. In meetings it means that discussions are open and supportive. Our familiarity with one another means that we know where to

turn, and where to direct others, for help in particular areas. This familiarity and friendship has led to a mutually supportive local network, with everybody feeling comfortable asking each other for help or offering guidance in almost any regard. It also means that we learn about each other's research areas, backgrounds, cultural/personal differences, and regions. New members often integrate quickly, so nobody is an outsider.

Even though a large number of the group are PhD students who came to Southampton to research ELF-related issues in various guises, there are diverse areas of interest and expertise within the group, which helps guide our collective understanding. As understanding global Englishes requires a great deal of regional and contextual knowledge, it is incredibly beneficial to have so many regions represented within the group (Korea, Japan, China, Thailand, Germany, Austria, Italy, England, Scotland, Spain, Taiwan, Pakistan and more). It is also a distinct advantage to have people with a variety of research interests/approaches regarding English (examples include pragmatics, second language writing, ethnography, pronunciation, language acquisition, accommodation, intercultural communication, folk linguistics, various areas of pedagogy and more); this leads to insightful and multidimensional discussions of contemporary issues and the role of research in eliciting insights into these issues. Having a vibrant group who are brought together in a supportive, dynamic and vibrant environment has been of great benefit to new and experienced researchers alike, with frequent opportunities to learn and contribute something new.

### **Conferences**

Recently, a number of CGE members have discovered the benefits of being involved in conferences and research trips. ELF and Global Englishes are popular and growing areas of interest throughout the world, and therefore the work in Southampton, mostly conducted under one of the 'founding mothers of ELF', Jennifer Jenkins, is met with enthusiasm by others in the field. This has been beneficial in a number of ways.

Firstly, our research community allows us to make the most of conferences. Our meetings, seminars and other activities allow us to discuss, reflect on and understand the relevance and importance of talks that we see and talks (even conversations) that we miss. Our individual reflections on the recent ELF conference in Hong Kong are available to read on the CGE website. Reflecting as a group allows us to get a macro view of significant areas of development in the field while also engaging with personal perspectives on the experience. Both are useful in making the most of our experiences at such events.

Another way in which our community, and its expansion, has allowed us to make the most of recent conferences is through networking. Our recent trip to ELF4 in Hong Kong, for

instance, saw many researchers from around the world joining our conversations, trips out, meals and socialising activities. This allowed all members of CGE to meet and discuss their areas of interest with a variety of researchers and publishers. There have been a number of people who have benefitted from contacts that other members made. Some CGE members have conducted research in universities thanks to introductions from other CGE members who knew that they needed to find interested people to help in particular regions or areas. Although these moments took place in passing conversations over coffee and biscuits, they have proved to be pivotal to successful fieldwork projects in these settings, and have produced working relationships with institutions in regions on the other side of the world. Other benefits have come from finding experts in particular fields who have been willing to have long chats with research students about their ideas for the field. This, again, is beneficial to knowledge development but has also led to strong good communicative networks being created with scholars who are producing important research (which often has not been published yet).

A final advantage of being in a vibrant research group at conferences is that it becomes much easier to be heard and become known to others. Our group, although labelled ‘the Southampton clique’ at ELF3 in Vienna, is a very friendly and inclusive group with an ever-growing network of researchers who are interested in our work. Having developed diverse interests and multifaceted knowledge through our discussion groups in Southampton, we have found that we are able to contribute to current debates with a high level of criticality and insight. Contributions to such debates have developed the reputation of CGE members in general, and have played a part in our student members being invited to give collaborative presentations with renowned researchers, to take part in and organise colloquia at prestigious conferences (AILA in Beijing and ELF5 in Turkey most recently) and to give guidance and presentations to prospective researchers at other universities in other countries.

Student members of CGE are also releasing Working Papers called ‘Englishes in Practice’, which offer the chance to contribute to the field, attract interest to our research/Centre and gain experience of the publication process. Members who are not contributing to this edition are learning about setting up a journal and can have a role in editing before contributing to future editions. On the whole, these Working Papers offer another channel through which to disseminate our research, attract the attention of interested people within the field and the university and to expand our network. Englishes in Practice will be available from the website soon, and the focus of the first edition is representative of an area of our research to which CGE will contribute a great deal in future: ‘Englishes in Asia’.

Along with this focus, CGE is always expanding, with links to various research centres and regions growing in number and strength. The number of PhD students in the Centre also paints an encouraging picture for the future, with four students looking to graduate in the near future. Their relationship to this international academic community will remain strong as they leave this institution and go out into the world of academia. We are already talking about the possibility of collaborative projects, web-assisted meetings and other networking possibilities that could serve to expand this community across regions and fields. Publicity and academic communities aside, people from around the world who have studied for their PhD here will leave with a strong network of friends and collaborators who will always be there to discuss emerging issues, assist each other and chat about life – whether through official networks, producing collaborative research, meeting at conferences or just visiting each other in future, our experiences have been and will be continually enhanced by one another through the collective work and inclusiveness of the CGE and its members.

Collaboratively written by student members of CGE (alphabetically):

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# Inspiring undergraduates

**A member of our postgraduate research community, Sarah Sawyer, gave a talk to the History undergraduates embarking on their second year group project. It focused on the wider benefits of this form of assessment and its impact on society at both an academic and corporate level.**

The group project is a unique chance for students to contribute more widely in both their university environment and the surrounding neighbourhoods. It enables students and staff to interact with each other and members of the public in a way that is not always present in conventional teaching. It helps foster a sense of shared kinship between theoretical knowledge and communal spirit.

Having participated in the group project in 2005 as an undergraduate herself, Sarah felt that sharing her knowledge would be beneficial to current students. The main emphasis of the talk centred upon the application of the skills gained from the development of this relationship in both the academic and business worlds; in particular highlighting their use within careers in these spheres.

One of the most useful skills that Sarah felt she gained from the group project was the ability to successfully give a presentation and comprehensively answer questions, an ability gained through actively participating in the academic presentation segment of the group project. She emphasized that an essential component of succeeding in the academic or business domains is the capability to convincingly convey an idea or research and then be able to defend it.

Similarly, Sarah also explained the benefits of being able to deliver a 'lift pitch' within either an academic or corporate environment. This crucial ability to describe yourself, your research interests, or your career aspirations in 30 seconds without losing your audience's attention was gained through the public outcome part of the group project.

The public outcome portion further enabled Sarah to expand on her capacity to work to high standard with others. By editing an article for the BBC and successfully planning a public exhibition, she gained invaluable experience of working with others within the constraints of a project designed to enrich the community.

Sarah Sawyer, History | [ss1705@soton.ac.uk](mailto:ss1705@soton.ac.uk)





# Community Archaeology in Anguilla, British West Indies

**Lilli Azevedo Grout has taken on the job of promoting the island's local heritage.**

Along with a minority of PhD researchers, I have chosen to complete my PhD off-campus and out of the country. My studies under Jon Adams in Maritime Archaeology and Heritage Management took me to Anguilla in the British West Indies nearly a year and a half ago to undertake the island's first Underwater Archaeological Survey. During the survey I recognized that although archaeology has been done on Anguilla for generations, Anguilla actually has very little to physically show from the efforts. Public archaeology is a critical component of modern archaeology and I wanted to do more to bring the past into the public domain and encourage interest in the past beyond the survey team's departure especially as Anguilla (population 13,000) doesn't have a National Museum or resident archaeologist.

In October 2009 I organised a meeting to attract as many of the Island's stakeholders as possible to discuss a project that would bring attention to the Island's history. The Project: The Anguilla Heritage Trail.

The trail is a self-guided driving tour of ten sites selected by public vote in October 2009. Directional signs guide you past each site, marked with a large limestone boulder and interpretive plaque. The markers, directional

signs and brochure are part of an initiative to encourage people to think about the past and ways that local heritage can be sustainably developed to protect and promote cultural heritage.

Heritage Trails have been successfully pioneered on several Caribbean islands and the Anguilla Heritage Trail has been inspired by trails on Nevis, the Cayman Islands, and in Florida. I saw the Heritage Trail as an opportunity to showcase the island's heritage and create a permanent monument which would not only get people to think about the past but also add a beneficial component to the island's tourism product.

I wanted as much of the project to be designed and built locally. This is a project not only for Anguilla but by Anguilla. Helping achieve this, a number of local craftsmen and business were solicited. The directional signs were printed and installed by Ron's Sign Shop on Anguilla and the engraving was done by local artisan/craftsman Cheddie Richardson.

More than 15 individuals and corporations have donated to make this project a reality (US\$10,000). Anguilla's Cultural Heritage is a valuable but non-renewable resource. Studies have shown that visitors want to have an authentic experience of their travel destination and learn about the people and places they are visiting. The Anguilla Heritage

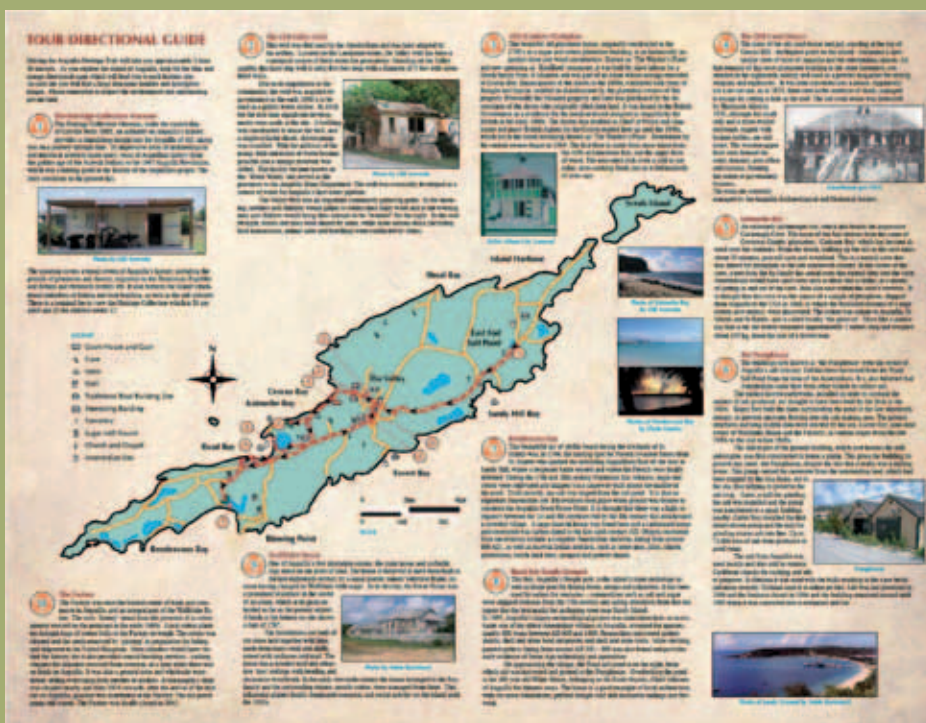


Lilli with one of the heritage stones from the trail

Trail is a way to sustainably manage and promote local heritage without endangering the resource. Even more importantly, it demonstrates that the past can be an asset for the community. The trail was officially launched during Anguilla Day Celebrations on June 1, 2010.

I am currently spearheading the organisation of a Youth Archaeology Course which began in January 2011. I believe that the past can play an important role in the future and that knowledge and education are key to future management.

Lilli Azevedo Grout, Archaeology  
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The heritage trail self guided tour

# Your own postgraduate community. The Humanities Postgraduate Connection student group

Postgraduate students, encompassing both taught (Masters) and research (PhD), is a term which embraces a host of industrious individuals investigating innovative concepts that significantly contribute to our community. The Humanities Postgraduate Connection (HPGC) strives to bring these individuals together to create and maintain an inviting and invigorating forum for discussing these concepts. HPGC offers a quality environment to refine transferrable skills for employability and is perhaps most apt at providing the atmosphere for constructing collaborative skills as a group

of researchers. We aim to grow both professionally and personally and seek to achieve this by creating and nurturing opportunities for academic and social interactions.

These opportunities include social and cultural events such as American Thanksgiving, Chinese New Year celebrations and country walks in and around the Southampton area including the New Forest. We have a training seminar series that offers a forum for students to present and discuss current academic topics and debates as well as give practical advice on postgraduate life. We also organise an annual conference and are responsible for editing *Emergence*, a journal that began as a proceedings of the annual conference but has grown to include other work from Humanities' students.

Our annual conference, held in late March/early April, grows each year to include more speakers and more delegates. This year, our focus was on interpretations of Memory and Myth, how these concepts are used, manipulated and represented in the world today. Our papers covered topics such as the use and abuse of memory of the 7/7 London bombings, the creation of the ideology surrounding the Great Exhibition of 1851, the conflict of myth and reality in film and cinematic studies, and the contrast of representations and re-imaginings of the collective and personal memories of British social history of the 1980s in novels, plays, films, and television programmes, to name a few. This year we extended our invitation for participation in the day to other universities and, as a result, were fortunate to be able to share our current research with those beyond our own community.



PG induction event



Walking in the New Forest

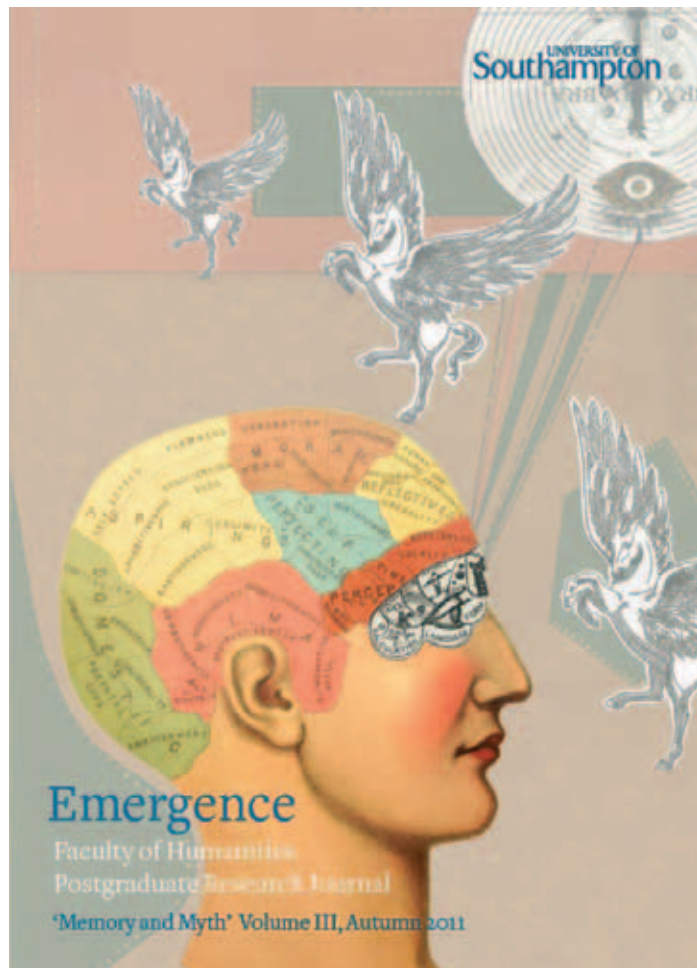


Annual HPGC conference

*Emergence*, our journal, emerged from the desires and ambitions of earlier HPGC members to have a scholarly record of the conference and allow the presenters an opportunity to publish the papers they read. This year, we invited all the postgraduate students within Humanities to contribute to the journal, offering greater opportunities for further connectivity across the faculty.

We are a multidisciplinary group that seeks to engage students from all disciplines in the Faculty of Humanities for an experience that truly broadens how we approach and report our research. In a world which is full of many and varied communities, made smaller and more accessible by tools such as the world wide web, we wish to provide ourselves with that invaluable competitive advantage. We are an inclusive group which is always eager for new ideas to help us continue to make an impact. As we enter a new academic year, we hope new and old postgraduates will join us. Along with the theme of Public Engagement this coming year, we hope to continue to involve our community on campus and to grow our engagement with the broader public.

**If you have any questions regarding the HPGC, please feel free to contact Katie Merriken (K.Merriken@soton.ac.uk).**



## About this newsletter...

This newsletter was edited and designed by Karen Ruebens (PhD student in Archaeology). If you are interested in editing a future issue, please contact Eleanor Quince.

As we enter a new academic year, we are thinking about the next Humanities PGR annual theme, Public Engagement. We will be involving our community in engaging with the broader public and we will be inviting new and continuing postgraduates alike, to join us! If you are trying to engage the wider public with your work, why not get in touch and tell us about it?

Email Eleanor Quince: [emq@soton.ac.uk](mailto:emq@soton.ac.uk)

[www.soton.ac.uk/hpgr](http://www.soton.ac.uk/hpgr)